DOCUMENT RESUME

ED 152 722 SP 012 425

AUTHOR Flicker, Bernard
TITLE Program for Alternative Careers in Education (P.A.C.E.). A Nontraditional Program Combining Teacher and Human Service Career Education.
PUB DATE 77
NOTE 14p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Career Education; Educational Innovation; Field Experience Programs; Higher Education; *Internship Programs; *Program Descriptions; *Teacher Education; Teacher Employment
IDENTIFIERS *Career Alternatives; Early Field Experience; *Program for Alternative Careers in Education

ABSTRACT

The Program for Alternative Careers in Education of Lehman College (New York) is described. Since its beginning in February 1973, it has functioned to prepare undergraduate college juniors and seniors for careers as educators in the widest possible variety of educational institutions, including public and private human service institutions, social welfare agencies, communication agencies, the arts, and alternative public and private schools. The core of the program is a horizontal community of faculty and students engaged in humanistic learning based on individual learning contracts and on on-going supervised internship. Typical student schedules involve three full days of field work and two days of college-based activities (workshops, seminars, meetings, tutorials) per week. Evaluation methods for the attainment of contract-specified competencies are determined by student-teacher discussion; in addition, faculty advisors consult with other faculty and field agency supervisors in evaluating student progress. The program is viewed as a redefinition of teacher education for the last quarter of the twentieth century. Ongoing evaluation of program graduates (especially in employment patterns and further study) indicates that the program is fulfilling its role as trainer for human service careers in all educational settings. (HJB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED152722

PROGRAM FOR ALTERNATIVE CAREERS IN EDUCATION

PACE: A Nontraditional Program Combining Teacher and Human Service Career Education

Herbert H. Lehman College
Bedford Park Boulevard West
Bronx, New York 10468

COMPREHENSIVE EXPLANATION AND ANALYSIS

I. DESCRIPTION AND DEVELOPMENT OF THE PROGRAM OBJECTIVES AND GOALS

In February, 1973, a team of five Education Department faculty and 63 students at Herbert H. Lehman College, City University of New York, initiated a new program titled PACE - Program for Alternative Careers in Education. The origin of this program dates back to September, 1971, when a group of Lehman College Education Department faculty established an ad hoc group known as the Center for Humanistic Education, for the purpose of meeting on a regular basis to formulate a new humanistic program in teacher education. As the meetings progressed, and the group grew to number approximately 25 faculty, the members of the Center began to form teams which would set up individual programs. The first team of five faculty worked intensively from January, 1972, through January, 1973, to set up the first program - "PACE".

The main objective of the program is to prepare undergraduate college juniors and seniors to function as educators in the widest possible variety of educational institutions - including public and private human service institutions, social welfare agencies, communication agencies, the arts and alternative public and private schools. Students are admitted to the program through personal interviews.

An important concept built into the program is the attempt to create a horizontal learning community of faculty and students. Students have

SP012425

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Bernard Flicker
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

available learning resources consisting of seminars, on-the-job internships, training sessions with faculty, participatory self-governance, seminars off-campus in the local communities of the city and metropolitan region, and independent study. The core of this non-traditional learning style is a combination of a learning contract developed by individual students in consultation with faculty and an on-going supervised internship for students in new educational and human service careers.

This break with a traditional teacher education curriculum came at a moment when both faculty and students were seeking other ways of learning and working together. The feeling of depersonalization in the increasingly bureaucratic institutions of our society was felt with great impact by our college community. The writings of the "romantic" critics of education - Paul Goodman, John Holt, Herbert Kohl, Jonathan Kozol, George Dennison, et al - fed into our desire to break through the status quo structures and come up with educational models more relevant to present and future needs. We found a statement of Ewald Nyquist, former New York State Commissioner of Education, contained in a speech he made on March 10, 1971, to be closely allied to our goals:

> It is imperative that education take the leadership in developing a new life style - a life style that is firmly rooted in the process of humanization... Present education is too frequently an experience characterized by information-gathering, with its fact-centered, course-centered, subject-centered, grade-getting, bell-interrupted activities... School must be a place to prepare young people to take their place in society - this can be done by making education man-centered, idea-centered, experience-centered, problem-oriented, and interdisciplinary, with the surrounding community and its other institutions considered as adjunct instructional resources to the school... Somehow we must wed the heart and the head in the teaching and learning process.

The ideal of a humanistic education is considered a fundamental principle underlying all PACE activities and essential for self-development and the pursuit of necessary reforms of the total educational system. The

program's commitment to the concept of a horizontal learning community means that it operates along the lines of maximum democratic participation. All programs, decisions, methods of instruction, curricula - the entire life of the program is shared by all program members. The program belongs to the total group and not to any one individual. Bureaucratic machinery is held to an absolute minimum since all members are held responsible for every aspect of the functioning of the PACE Program.

The typical week of a PACE student consists of three full days of work at his/her agency and two full days at the College. Students might be working in an open classroom at an alternative elementary or junior high school; teaching English to prisoners; working with emotionally disturbed children; teaching dance, mime, theatre arts, or art to youngsters in the South Bronx; teaching senior citizens; teaching drug addicts; working in museums; working at environmental centers; teaching at mental health institutions, etc. Two full days are spent back at the College in workshops, seminars, meetings, and tutorials. Topics have included the following: Psychology of Children; Career Education; Aesthetic Education; Curriculum Research and Design; Teaching Reading; Racism; Self-Awareness; Social Science Strategies; Art and Identity; Up Front in the Classroom; Studies in War, Peace, Violence and Agression; Dewey and Education; Behavior Modification; Piaget in Practice; etc. The presentation of a topic depends on several factors including the following: support for specific competency development, student interest, faculty interest, agency needs, and contract development. Competencies, however, are the core for our learnings.

Students are not required to attend workshops though, in fact, most do. Some students are involved in independent study programs within PACE which encompass the achievement of specific contract goals through

demonstration projects, research papers, and independent reading programs. Thus, a student listing as one general aim, "Understanding the Psychological Development of Exceptional Children," breaks the problem down into specific competency areas. For each area, a reading list is developed along with research proposals involving field experiences coupled with curriculum development and competencies in teaching exceptional children. At this point, the student begins to strengthen his understanding of the topic through setting up or attending workshops, tutorials, or study groups during his two day period at the College while arranging with his agency supervisor to demonstrate practical applications of the project in the field. In this way, theory and practice are correlated as closely as possible and competency evaluation ensues.

The question of evaluation of a student's work is considered an important element of the project. All parties to skill development share in the evaluation process - students, faculty, and agency supervisors. The main aim of evaluation is to demonstrate an on-going process which helps students identify strengths and weaknesses in achieving contract aims, and builds on strengths while rectifying weaknesses. At frequent intervals students meet with faculty advisers and agency supervisors to discuss work progress. Students are asked to produce a specific contract containing aims, methods of implementation, and methods of evaluation after a six-week interval of discussions and planning with faculty and agency supervisors. Once an initial contract has been negotiated, written, and approved, faculty and agency supervisors schedule frequent progress report sessions to monitor student work and assist in implementing the contract.

Students are given a wide range of choices to demonstrate the achievement of competencies. The choices include written tests, research papers, media projects, on-site agency demonstration lessons, peer group

evaluation, and self-evaluation. Students negotiate the choices with faculty and, finally, receive a grade from the faculty adviser. Faculty advisers, in addition to reviewing the evaluation choices selected by the student, conduct intensive evaluations of individual students through consultation with other faculty and field agency supervisors. Faculty are responsible for grading student achievement in accordance with College regulations (Pass - No Credit) and students have the right to appeal grades to a student elected committee. The evaluation procedure, in effect, widens participation in the process to all who are involved in assisting the student obtain specific skills - including the student himself.

PACE faculty have organized the program into generic competencies to be articulated with content in the language arts, social studies, science, mathematics, the arts, physical education, media, and alternate careers. This has been done to meet the New York State Department of Education requirement that all teacher education programs demonstrate the achievement of skills in competency terms and to help staff develop perameters for internal growth and evaluation. The following is an outline of PACE generic competencies:

Organization of Learning

The student should have

knowledge of intellectual development of children
knowledge of theories of learning
knowledge about the structure of knowledge
skill in performing stimulant operations
(e.g. asking questions)
skill in organizing different kinds of knowledge
(e.g. Bloom's taxonomy, Gagne's conditions)
skill in performing reinforcement operations
skill in judging the appropriateness of instructional materials
skill in utilizing media for instruction
(e.g. closed circuit television)
knowledge of and ability to instruct regarding dangers of drugs, alcohol, tobacco.

Assessment of Student Functioning and Achievement

The student should have

- knowledge of informal and formal methods of assessment
- skill in selecting appropriate formal assessment procedures (e.g. tests) for specific needs (e.g. diagnosis of learning disabilities)
- skill in designing informal assessment procedures
- skill in interpreting the results of formal and informal assessment procedures

Management of Groups

The student should have

- knowledge of group dynamics
- knowledge of emotional and social development
- skill in facilitating group processes towards achievement of its objectives

Dynamics of Interpersonal Relations

The student should be able to

- give non-judgmental feedback to others regarding his/her behavior
- accept non-judgmental feedback from others regarding his/her own behavior
- empathize with other persons emotional states
- share his/her feelings with other persons
- examine and clarify his/her own values into an integrated system
- be relatively free from and aware of racial, sexual, and/or ethnic attitudes (their own and others) which adversely affect human development
- feel comfortable in working in fluid and/or ambiguous situations

In addition to generic competencies, students are required to demonstrate competencies in both the academic content and the methods of teaching specific subject areas at elementary and secondary levels. Competency in teaching Reading is required for elementary certification. Demonstrated competency in teaching a subject on the secondary level is required for certification at the secondary level.

The following content areas are required as prerequisites or co-requisites in the program:

Language Arts (includes reading, writing, listening, and oral communication)
Social Studies
Mathematics
Science
Visual and Performing Arts (includes art, theatre, dance, and music)
Physical Education
Media
Alternate Careers

A key element in the program is the supervised internship for three days each week at a field agency. A basic change from traditional teacher education programs is contained in the emphasis given to the role of the agency supervisor as the trainer of the student intern instead of College faculty acting as field supervisors. College faculty act, instead, as consultants to agencies to assist in designing curriculum and staff training programs and visit agencies as support personnel. The agency supervisor, however, has the primary responsibility for the training of the intern at the agency. PACE faculty, in negotiating the selection of agencies, seek out agencies which agree to assume this responsibility in an organized fashion. Thus, we expect an agency to provide a student with a program which would include the following: orientation to agency goals; program and methods of operation; observation period devoted to familiarization with total agency program; placement with agency supervisor in work-experience situation; on-going supervisory feedback sessions; and access to agency training and organizational development programs.

With the decline in teaching jobs in public schools, the need for an alternative careers in education program has become important for those students seeking to prepare for careers in the human services which require skills in teaching and educational planning. The program seeks out alternative institutions which educate - and that means just about any public and private institution involved in some form of communication or training. We work with museums, prisons, community drug programs, hospital

programs for the mentally ill, hospital programs for alcoholics, centers for emotionally disturbed children, centers for physically handicapped children, centers for the aging, community theatre programs, botanical gardens, corporate educational programs, alternative public and private schools, day care centers, and media programs. We continually seek out institutions carrying out alternative career programs which are desirous and capable of linking up to our program. We attempt to restrict the number of agencies to a manageable core group which can serve a group of students and maintain strong liaison with the program as well as help students obtain jobs.

Our students spend six months to one year of intensive work with us in the program. Since we are a program in the Lehman College Division of Education, we offer two possibilities to undergraduate students - one semester of 16 credits of PACE which can be applied to either secondary or elementary certification, or two semesters of 32 credits of PACE which can be applied to elementary certification.

As the number of students who have completed the program increasingly graduate from the College, the program has demonstrated success in fulfilling its objectives. Many program graduates have gone on to alternate careers; e.g. Director of a Senior Citizen Center, Assistant Director of a Prison Literacy Program, Music Teacher at an Alternative Elementary School, Director of a Parent-run Day Care Program, Administrator of a N.Y.C. Agency providing CETA Funds to create jobs, Assistant to the Director of a Neighborhood House After School Center, Co-Director of a Nursery School, Teachers of Special Education including Physically Disabled and Emotionally Disturbed, and Counselors in Drug Rehabilitation Programs. Many have entered graduate school; e.g. Law, Social Work, Education, Special Education, Guidance, and Media.

II. PERSONNEL INVOLVED

A major assumption of PACE is that the educational enterprise should be an open rather than a closed system. Specifically, in this instance, it means that there are personnel resources inside and outside the Division of Education and Lehman College that ought to be available to students. It was decided, therefore, that the Program should employ a staff-student ratio of approximately one full time staff member for ten students, each enrolled for a minimum of 12 credits per semester. Volunteer services are utilized to give the students specialized seminars and workshops. The present personnel involved are as follows:

Professor Bernard Flicker, Lehman College, Full Time, Prg. Dir.
Professor Frederic Callahan, Lehman College, 3/4 Time
Professor Mary Rita Donleavy, Lehman College, 1/2 Time
Professor Ronald Ellis, Lehman College, 1/4 Time

Plus - 15 agency supervisors who act as field supervisors for PACE students for 2-3 days per week.

III. BUDGET

The Program is funded by Lehman College through the assumption of faculty salaries. The Program has received the Chancellor's Grant for Curricular Diversity from City University of New York for three consecutive academic years: 1975-76, 1974-75, and 1973-74. The total amount of money received from this Grant, $47,304, was used to pay for program development, research, evaluation, hardware, software and clerical assistance.

The present budget, based on faculty personnel salaries, is $59,490.

IV. CONTRIBUTION TO THE IMPROVEMENT OF TEACHER EDUCATION

In an era of declining enrollment in elementary, secondary and post-secondary institutions while human service and alternative institutions experience growth, the PACE program has worked out a redefinition of teacher education for last quarter of the twentieth century. Teacher

Education in the PACE program is now defined as the training of education for human service careers, public and private early childhood, elementary and secondary school.

Promoting greater understanding of all the methods and institutions responsible for the education of the young is considered an indispensable responsibility of the PACE program. Students who enroll in the program and become public school teachers will have had the opportunity to work with a multitude of agencies affecting the education of their students, e.g. mental health programs; medical centers; churches; museums; counseling services; etc. Teachers have discovered that their students are affected by dozens of external educative agencies and that it is possible for the teacher to build linkages to these agencies to provide for a better education for elementary and secondary students. In addition, agency staff have found it desirable to establish links with teacher education institutions and future teachers in order to better understand their specialized tasks.

The PACE program has also extended the idea of teacher education to agencies formerly not connected in any way to teacher education programs or concepts. A museum, for example, which conducts an extensive museum education program servicing large numbers of public school children, finds it advantageous to work with PACE staff and interns in a redesign of their program to motivate and stimulate students to use the resources of the museum in their school experience. A new area of teacher education is thus opened up and developed - training museum educators to develop teaching competencies.

The PACE program has also connected teacher education to the real world of field experience through an intensive internship which demands that theory and practice be constantly evaluated and reevaluated. Students

and staff are in the field and on campus together and are charged with creating a program to serve the development of competencies as students and agencies demand them. The criticism of many teacher education programs in the past has been that there is a lag of perhaps a decade between theory and practice when courses fail to change to meet contemporary needs. This gap is eliminated from the PACE program through the merger of theory and practice into a performance-based training program.

For teacher education staff, the PACE program has meant renewal and on-going staff development. Each staff member has been asked to design and redesign the program on a semester-to-semester basis and to assume several roles - counselor, contract adviser, field supervisor, workshop leader, team member, curriculum planner and equal partner.

The reaction of program participants on all levels of the program has been quite positive. Former students have developed an Ad Hoc workshop on educational issues which has been meeting on a weekly basis since graduation from the College. Former students give workshops for present students and act as agency supervisors for present interns. Agency supervisors have hired PACE interns as full-time personnel after their graduation from college. PACE staff are often called upon by agency supervisors to recommend PACE students for new positions. College faculty not assigned to the program have volunteered their time to PACE students as workshop leaders and tutors.

Finally, the PACE program has demonstrated the vitality of teacher education in providing leadership in curriculum development, teaching methods and intern training in the human service and arts areas which in the past often failed to recognize the potential advantages of close ties with teacher education programs.

V. EVALUATION METHODS AND RESULTS

The PACE program has conducted an internal evaluation of its goals since its inception. As students began to graduate from the College, the program started to receive feedback concerning the degree of success students had in finding careers in alternative forms of education or admission to graduate school. Forty responses to the PACE questionnaire for graduates indicated the following:

5 students are directors of early childhood programs

1 student is Assistant-To-The Director of Riverdale Neighborhood House After-School Center

1 student is teaching music at an alternative school in Ithaca, N.Y.

5 PACE students reported that they are teaching at alternative schools throughout the United States

10 former PACE students reported that they are teaching in the field of special education

1 former student reported that she was Assistant to the Director of a prison literacy training project

2 former students reported that they were group home directors.

1 former PACE student is Administrative Assistant in the New York City Office of Personnel, administering CETA funds.

1 former PACE student is a high school teacher on a high school ship

8 former PACE students are in graduate schools of Education

1 former PACE student is in Law school

4 former PACE students are in Social Work schools

In addition, the PACE program has maintained an active staff feedback system on agency development which has resulted in the dropping of agencies which did not meet program goals in the area of intern training. Agencies meeting PACE goals, however, have contributed suggestions for strengthening agency-program ties to benefit student interns.

Teacher Education departments or Colleges planning similar programs should spend a minimum of one year in the planning stage. College staff should be volunteers and agency staff should be brought into the planning stage as early as possible. Students should be screened to determine their potential for an innovative program and should be juniors or seniors. An attempt should be made to enlist support for the program from liberal arts departments. The key to the success or failure of the program, however, lies in the selection of dedicated staff who believe in the program's goals and are capable of sharing decision making and program implementation.